<table>
<thead>
<tr>
<th>Goal</th>
<th>Action</th>
<th>Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Secure Perkins funding for Professional Development and purchase of equipment and software</td>
<td>Complete the necessary paperwork to qualify for Perkins funding.</td>
<td>Fall 2013</td>
<td>Cynthia Alexander/Carl Bengston</td>
</tr>
<tr>
<td><strong>Long-Term Goals (over 3 years)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Modify course materials to be presented in written, verbal, and visual formats.</td>
<td>Ensure that all EdT courses have lecture and other materials prepared by instructors in written audio, and video format to address students of all learning styles.</td>
<td>Fall 2017</td>
<td>Cynthia Alexander/all EdT instructors</td>
</tr>
<tr>
<td>2. Modify the EdT online courses to ensure all courses meet the grading rubric established by Quality Matters.</td>
<td>Ensure that all EdT online courses meet the high-quality standards of the Quality Matters rubric.</td>
<td>Fall 2017 (modify 5-6 courses per year)</td>
<td>Cynthia Alexander/all EdT instructors</td>
</tr>
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<td>3.</td>
<td></td>
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<td>4.</td>
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<td>5.</td>
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</table>
1. Description of the Program
The Educational Technology Program provides educators and future educators the tools necessary to increase their knowledge and ability to integrate technology into their teaching. The curriculum consists of more than 30 one to three-unit courses. The online courses are designed so they can be completed at a time during the week that is convenient. Each course trains educators and prospective educators in computer software and the overall integration of technology into instructional courses.

Mission Statement
The mission of the Cerritos College Educational Technology (EdT) Program is to demystify the use of technology and help educators create and deliver technologically innovative programs and curricula to a diverse student population. The intended audience for the EdT program is current and future K-12 and community college instructors therefore courses are offered primarily in an online setting to accommodate the varied schedules of working teachers. Students in the program are taught to integrate technology and use both software for general use such as Microsoft Office products and educational software for integration in the classroom environment by educators and students. Emphasis is placed on addressing students with multiple learning styles. Integration with current practices rather than merely using technology is encouraged. In achieving our mission, the Educational Technology Program promotes lifelong learning for teachers, administrators, and staff.

Mission of Cerritos College
Cerritos College is an open access institution committed to providing high-quality, academically rigorous instruction in a comprehensive curriculum that respects the diversity represented in our student body and our region. We provide a technologically advanced educational community in which students pursue a variety of educational goals: attainment of an associate’s degree, transfer to a four-year university, vocational degree or certificate, or job skills. Achievement of these goals is strongly supported with instruction in basic skills as well as with student and instructional support services. Beyond these college credit programs and services, Cerritos College actively enriches the surrounding community through its varied community education programs.

Integration with Overall Mission of Cerritos College
Stated in the Cerritos College mission is the idea that the college provides a “technologically advanced educational community”. The EDT program not only supports the acquisition of technology skills by the students who participate in this program, but it also strives to help the EDT students who are, for the most part, either future educators or current educators to learn and consider methods for the integration of technology into their teaching. Using traditional lecture and online courses, students are required to apply the skills learned in lesson plans for use in their classroom teaching.
**EDT Certificates**

Currently there are three certificates of achievement offered in the Educational Technology Program. Two are inactive. The only active certificate is the Certificate in Educational Technology. A goal of the program is to revise a second certificate, the Instructional Multi-Media certificate over the next few years and to introduce a new certificate in Instructional Design and Online Teaching. Possibly, the third certificate in Teleconferencing may be replaced with a certificate in Web Conferencing at sometime in the future.

**Sequence of Courses to Complete Certificate in Educational Technology**

![Diagram of course sequence]

- EDT 50 Preparation for Online Learning
- EDT 51 Email for Educators
- EDT 52/53 Windows/Macintosh for Educators

> Recommended from most EDT courses

- EDT 100 Integration of the Internet into Curriculum
- EDT 103 Spreadsheets for Educators
- EDT 104 Word Processing for Educators
- EDT 105 PowerPoint for Educators
- EDT 111 Web Design for Educators

- EDT 125 Fundamentals of Online Teaching

> Logically, students would take EDT 125 as final course

A total of seven EDT courses, made up of those on the top row or any others listed on certificate.

**Timetable for Completion of Degree/Certificate**

Depending on whether students are strictly pursuing a Certificate in Educational Technology or if they are taking courses in addition to their other courses of study, it is recommended that the students complete the EDT certificate in four or five semesters. It is recommended that students first take those represented above on the first level in one semester. Students are encouraged to take only two or three of the courses on the second level the second semester and those remaining on the second level in the third semester. During the fourth semester, students are encouraged to take EDT 125 and up to four additional EDT units to complete the certificate.
Curriculum Planning

Overall Objectives of the Program

This program was developed as a response to the tremendous growth in technology being introduced into school systems throughout the Southern California area. The faculty and staff of K-12 public schools, private schools and community colleges are in need of training to best use the technologies being introduced into the schools. Recent negative evaluations of the success of Title 1 by the U.S. Department of Education, as well as the national No Child Left Behind act, and studies out of the University of Michigan by Professor Maris Vinovskis, call for a professionally trained staff rather than the “paraprofessionals” currently employed in schools. This program offers courses that train students in the rudimentary skills of ubiquitous technology tools with a specific focus on school site usage.

To anticipate changes in teaching credential requirements currently being discussed in Sacramento, as well as Washington D.C., Cerritos College has entered into a partnership with the School of Education at California State University, Long Beach. Future teachers are being identified early and given the opportunity to complete their undergraduate courses, CLEP and CBEST requirements at Cerritos College. Upon successful completion they are guaranteed admission into the School of Education at CSULB. As part of this agreement, students arrive at CSULB technologically prepared, as well, by being required to take a block of the instructional technology courses offered by this program. It is anticipated that future teachers already enrolled at CSULB may take these courses at Cerritos College. As educators acknowledge that our children need the very best education available, there is a demand for the kind of training that is being offered in this educational technology program at Cerritos College.

Course Updating

Courses are regularly reviewed for currency. Since computer software is upgraded by manufacturers on a regular basis, the courses must also be updated to match the software. EdT course content is updated regularly. The courses primarily using the Microsoft Office Suite are updated as new software becomes available. Currently, Microsoft Word, Excel, and PowerPoint have instructions for versions 2003, 2004, 2007, 2008, 2010, and 2011. Preparations are currently being made to create instructions for the newest release, Office 2013. Courses using other software such as Inspiration and Frames were recently updated to include the newest releases (Frames 5 and Inspiration 9). Courses using links to the Internet are reviewed and revised as necessary each semester to ensure the links are operational.

Two courses, EDT110-Introduction to Educational Technology and EDT50-Preparation for Online Learning were totally rewritten for the Fall 2012 semester. EDT110 now reflects more current trends in K-12 teaching (including areas such as “flipped classroom” teaching, Open Educational Resources, Universal Design and adding accessibility to documents, media literacy, and using Internet tools to enhance learning. EDT50 was updated to reflect using TalonNet (at the suggestion of students), plagiarism and copyright, and evaluating Internet search results for validity. EDT51-Email for Educators is currently being rewritten for the Spring 2013 semester to reflect texting, netiquette, and more current information. This course has not been taught for several semesters.
In each course as it is taught, students are asked to periodically reflect on the course content in discussion forums and make comments as to what they liked/didn’t like and if they felt anything was missing from the content. Their answers are closely scrutinized and changes in the course materials are often made based on those comments. One example of this is the addition of an “introduction forum” in each of the classes where students introduce themselves to their classmates. This was suggested by students in a forum and added.

**Methods of Instruction**
Methods of instruction are accomplished through selected reading assignments, lectures using standard means and/or e-text, audio and video files, individual and/or collaborative group activities/projects, and class discussions through web postings.

Materials and sample work is also be available on Web sites which, in turn, engage the student in critical reading and thinking. Students are required to read assignments, create projects, and are evaluated through quizzes, papers, and/or review and grading of projects.

Most EdT courses are offered online to accommodate those in the teaching profession who have varied schedules.

**Pre-Requisites/Co-Requisites**
There are no prerequisites or co-requisites for any of the EDT courses.

It is recommended that students complete EDT50-Preparation for Online Learning, EDT51-Email for Educators, and either EDT52- Windows for Educators or EDT53-Macintosh for Educators to help ensure success in the online courses.

**Grading Methodology**
All courses are graded using a scale as follows:
- 90 – 100 = A
- 80 – 89.9 = B
- 70 – 79.9 = C
- 60 – 69.9 = D
- below 60. = F

**Skills**
In addition to skills covering computer hardware, hand held computers, video cameras, Internet research, word processing, spreadsheet, database, desktop publishing, email, operating system software, presentation graphics, web design, and online teaching, the Education Technology Program also covers skills creating lesson plans and integrating technology into classroom curriculum.
Students are required to use logical thinking as they work through the projects. Students are also required to post and reply to discussion topics on a weekly basis. Critical analysis is used to discern appropriateness of various materials for classroom use.

**Technology Skills**

It is imperative that the Educational Technology Program stay current with industry technology and use of that technology in the classroom environment. Full-time faculty attend conferences and workshops throughout the year to maintain skill levels and keep abreast of trends in the industry. Faculty read both educational and technology integration books and review textbooks.

**Learning Outcomes**

The course outlines used in the Educational Technology Department clearly establish stated objectives to be used by the faculty members to evaluate the learning experience of their students. Each faculty member further develops his/her own particular method of evaluating each student and lists all criteria in the individual course syllabus. Methodologies include discussion critique, electronic quizzes, with a heavy emphasis placed on completing and electronically submitting relevant projects and assignments. The learning outcomes for each course specifically relate to areas of teacher professional development or the Common Core State Academic Standards.

**Impact on Other Programs**

Because Educational Technology courses are written to specifically address educational skills and needs, courses in this program do not affect other programs or departments on campus. Prior to introducing a new course to the Curriculum Committee, any program or department that might potentially feel there is a conflict is sent a copy of the proposed course for review. If there is an objection to a course, the Department Chair meets with the Department Chair for the other program for input to make relevant changes.

**Facilities**

Many of the EdT courses require specific educational software that is often available in the K-12 environment, but not something students would have on personal computers. It is the desire of the program to locate a computer lab with at least 34 computers that students could use on a permanent basis and install all applicable software used in teaching Educational Technology courses and a printer for student use plus an instructor’s computer with projector and interactive white board (smart board technology). Several of the courses require specific educational software or software that is not used in other courses taught at the college.

To accomplish this, a lab needs to be available to accommodate entire classroom of Educational Technology students so that they can have access to appropriate software (currently this includes Microsoft Office, Inspiration, KidPix, Frames, Mixcraft, and Photoshop Elements software).
Additional software licenses need to be purchased in order to accommodate a classroom of 34 students. Currently, the Educational Technology program has either a 20-user license or a 25-user license for the specific educational software needed for teaching. When the number of computers is expanded to meet the needs of an entire classroom, then the additional licenses must be available. The Educational Technology program did receive a grant from Inspiration software for a site license for Inspiration and Kidspiration. However, it is still lacking for Frames, KidPix, Mixcraft, and Photoshop Elements. In addition, upgrades need to be purchased for Mixcraft and Photoshop Elements and provisions need to be made to budget sufficient money to provide current upgrades on all software used in the program.

2. Instructional Improvement

Student Learning Outcomes (SLOs)
Learning outcomes are considered by the Department Chair and the faculty teaching the courses to determine whether content needs to be modified. Students are primarily asked to complete projects to demonstrate learning although some materials are quizzed and students are asked to reflect on their learning in online discussion forums.

Only one section of a course is taught during a session. Most courses are taught by the same instructor each time the course is offered. The materials for each course are reviewed by the instructor and by the Department Chair to ensure that all content is being covered. The syllabus for all EdT courses is essentially the same with course description and learning objectives changed to meet the specific course and in alignment with the course outline of record.

The EdT program has rewritten all SLOs for classes taught per the recommendations of the SLO committee.

Student Evaluations
Students are asked to evaluate instructors in online courses at the same interval as those in traditional, face-to-face courses. This evaluation process is currently being handled by the Center for Teaching Excellence.

Faculty Evaluations
Faculty are evaluated on regularly-scheduled basis.

3. Strengths and Weaknesses of the Program

Strengths
Computer software is upgraded by the manufacturers on a regular basis therefore, the courses must also be updated to match the software. This is a challenge but one that has been met successfully in this program. Courses are regularly reviewed for currency and are updated. A good example of this is the upgrade of Microsoft Office for Macintosh to Microsoft Office version 2011 last year. The Educational Technology program updated all courses using Microsoft Office prior to any other department on campus. The Educational Technology
program also offers instructions for all Microsoft Office products for both the Windows versions and the Macintosh OS versions.

It is imperative that the Educational Technology Program remain current with industry technology and use of that technology in the classroom environment. Full-time faculty attend conferences and workshops throughout the year to maintain skill levels and keep abreast of trends in the industry. Faculty read both educational and technology integration books and review textbooks relating to the field.

Another example of maintaining currency in the field of education is the adoption of the nationwide Common Core Standards from the current standards-based system in California in January 2010. The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). California began incorporating the Common Core Standards in lieu of the traditional standards-based system in September 2010. Instructors in the Educational Technology Program changed curriculum to focus on the Common Core Standards beginning with the September 8, 2010 lecture and then continued to follow the development of the switch in California in subsequent lectures.

Still another example is the total rewrite of EDT110-Introduction to Educational Technology for the Fall 2012 semester. It was felt that the current textbook was out of date and that the course needed to focus more on current educational technology trends. The course now incorporates numerous Web 2.0 software and a shift was made to model current teaching trends using project-based learning and flipped classroom instruction.

Weaknesses
One specific challenge is student retention. Student retention is a problem nationwide in online classes. Student retention problems have many causes. Some students find they do not have the self-discipline to remain current in online courses and drop. Some students believe the courses will be "easy" and when they find out that the courses are challenging, they drop. Many students enroll in the Educational Technology courses because they need one or two units (EdT classes are all one- or two-unit classes except one) to obtain or maintain financial aid and after enrolling, they do not participate and then are dropped by the instructor. To try to meet the challenge of student retention, Educational Technology instructors are reminded by the Department Chair on a weekly basis to contact students via email reminding them of assignments due, on-campus lab assistance times, and encouraging students to maintain contact with instructors if there are any problems or questions.

The EdT courses are developed specifically for teachers and future teachers in K-12 and community colleges although they are open to all students. With cutbacks in course offerings, many of the current students take the EdT courses because general education courses are not available and they do not want to lose their enrollment status. This prevents the intended population, those most likely to succeed, from being able to enroll in the classes. Many students take the Educational Technology courses (most of which are taught online to
accommodate the varied schedules of teachers who take the courses) do so because they believe online courses will be easier. After beginning the coursework, many students find the coursework to be more difficult than they anticipated or that the assignments, which are geared for those in the educational profession, do not pertain to their interests. They either drop the courses, stop participating in the courses and are dropped by the instructor, or do not complete the assignments in a satisfactory manner.

4. Opportunities and Threats of the Program
   
   Opportunities
   The Educational Technology (EdT) Program continually modifies course materials to ensure course content is current and meets the learning outcomes. Students are asked in forums to comment on their course expectations and what changes they would like to see made to each course. In addition to written course content, courses are enhanced with multimedia which improves the quality of the course by addressing a wide variety of learning styles.

   Threats
   The EdT courses are developed specifically for teachers and future teachers in K-12 and community colleges although they are open to all students. With cutbacks in course offerings, many of the current students take the EdT courses because general education courses are not available and they do not want to lose their enrollment status. This prevents the intended population, those most likely to succeed, from being able to enroll in the classes.

5. Accomplishment of Previous Goals
   There were no goals listed in the previous program review. The EdT Unit Plan short-term goals listed below are on-going goals that are reviewed and met on a continual basis.

   1. Evaluate and revise as appropriate all published information about Educational Technology program to ensure accuracy.

   2. Continue to identify measurable learning outcomes for Educational Technology courses that are consistent with the college’s mission and institutional goals.

6. Goals of the Program
   
   Short-Term Goals (1-3 years)
   Currently the EdT certificate is the only one of its kind offered in the 112 California Community Colleges. While for some time there were many faculty from community colleges all over the state taking the EdT courses, most for salary advancement, this has stopped the past couple of years. The reason for this probably is because of cut-backs in the number of course offerings
and the college-wide problem of students having a difficult time getting any classes. However, with the new budget, this problem should be alleviated. The EdT program needs to reach out again to K-12 and community college faculty across the state to increase enrollment.

The EdT program has an inactive certificate, Instructional Multi-Media, that needs to be revived. The goal is to begin working on the Instructional Multi-Media certificate of achievement revision so that courses could begin in the 2014-2015 year. The revision of the curriculum for this certificate will need Curriculum Committee approval thus pushing the date to begin offering courses to this date.

In addition, a new Certificate of Achievement for Instructional Design for Online Teaching needs to be created to attract those wishing to enter this growing field. This new certificate should attract more students to the program. To create this certificate will require research, Chancellor’s Office approval, and Curriculum Committee approval making pushing this goal into the 2015-2016 school year at the earliest.

Students need to be able to access a computer lab on campus that houses the educational software required for many of the courses taught in the EdT program. The labs that students have been using for the past 14 years have been taken over by the Student Success Center. A new lab that can be used by the EdT students with necessary software needs to be located, preferably in the Library/Learning Resource Center where the face-to-face courses are taught.

There are four short-term goals for the EdT program.

1. Find a permanent computer lab on campus in which specific educational software can be installed and available for student use.

2. Revise the curriculum for the Instructional Multi-Media certificate of achievement.

3. Create a Certificate of Achievement for Instructional Design for Online Teaching.

4. Develop a “reach-out campaign” to reach K-12 and community college faculty informing them of the EdT program and certificate.

Long-Term Goals (over 3 years)
Most of the EdT courses are taught online. Studies have shown that to improve retention in online courses, that faculty need to ensure that online courses are written to address as many learning styles as possible. Although many of the software-based courses have step-by-step instructions with numerous images to demonstrate what students need to do, it is the desire of the program chair to add videos demonstrating the actions required by the students with audio instructions. Videos have been made of several of the more difficult tasks for the most current software in the Microsoft Office courses. However, these videos are not narrated. This needs to be done. In addition, all lecture materials are currently in written format only. Videos and audio files should be created to reach students of varying learning styles.
The program chair learned of a company, Quality Matters, while attending workshops over the past several years at conferences aimed at online instruction. Quality Matters began with a federal grant to determine what a quality online course should contain. After the grant ended, the company was formed. From their website, the goal of the company says, “Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning.” The program chair has completed many of the courses offered through Quality Matters and is a certified Quality Matters Peer Reviewer. While several of the EdT courses have been modified to meet many of the stringent requirements (contained in a rubric), not all of the requirements have been met and the rubric has not been applied to all courses. One of the requirements is to add audio/video to course lectures.

1. Ensure that all EdT courses have lecture and other materials prepared by instructors in textual, audio, and video format to address students of all learning styles.
2. Ensure that all EdT courses meet the high-quality standards of the Quality Matters rubric.

On-Going Goals
There are two short-term goals for the EdT program. Both are on-going goals that are revisited on a regular basis.
1. Evaluate and revise as appropriate all published information about Educational Technology program to ensure accuracy.
2. Continue to identify measurable learning outcomes for Educational Technology courses that are consistent with the college’s mission and institutional goals.
Appendix A – Graph Data

Student Engagement Survey
Using the iFalcon “Habits of Mind” skills and practices that successful students possess, the Center for Teaching Excellence surveyed students in the EdT program. The following are the results of the Student Engagement Survey that apply to the EdT program as determined by the Center for Teaching Excellence. The questions asked on the survey were not provided to the program nor was any breakdown of the data.

![2012 Student Engagement Survey](image)

Ensuring that EDT online courses meet the high-quality standards of the Quality Matters rubric should improve the student perception of “Link Up” in the iFalcon “Habits of Mind” skills and practices.

Departmental Survey
A survey created by the Department Chair was sent to students in the Spring 2012, Summer 2012, and Fall 2012 EDT courses. The questions were written to elicit information as to the type of student taking the EdT courses.

Q1. What were your interests/reasons for enrolling in Educational Technology course(s)?
Q2. What is the highest level of education you have completed?
Q3. In general, where do you work on/submit assignments for this course?
Q4. Have you completed a distance education course before at any college/university?
Q5. How many years have you attended college?
Q6. Please indicate the extent to which you are satisfied with the following items.
The following charts indicate student responses to each question.

1. What were your interests/reasons for enrolling in Educational Technology course(s)? (Please check all that apply)

2. What is the highest level of education you have completed?
3. In general, where do you work on/submit assignments for this course?
Skipped question
6%

4. Have you completed a distance education course before at any college/university?
Skipped question
2%
5. How many years have you attended college?

Skipped question
1%

6. Please indicate the extent to which you are satisfied with the following items.

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable
As stated, the questions were written primarily to ascertain the type of student taking EdT courses with the last question to determine student satisfaction with the classes. It should be noted that the survey was sent to students at the end of the session so the data represents those students who completed the courses in which they were enrolled.

Student Evaluations  
Fall 2011  
Educational Technology Program

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<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>DEPT AVG</th>
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The student evaluation questions were:
1. Clearly defines course objectives, assignments and grading system.
2. Presents course material clearly and thoroughly.
3. Assigns activities and projects which are useful for learning and understanding.
4. Gives tests that are related to the course material.
5. Returns tests and assignments within a reasonable time.
6. Respects differing students viewpoints and opinions.
8. Provides help when asked.
9. Shows interest and enthusiasm for the subject matter.
10. Keeps me informed of my progress and grades.
11. Shows interest in my progress.
12. Is an effective teacher.
13. Is one I would recommend to a friend.

Completion and Success Rates
The following data indicates completion and success rates by ethnicity and compared with state averages.
### Educational Technology Department Completion Rate

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<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
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<tr>
<td>Total</td>
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<td>720</td>
<td>83.00%</td>
<td>727</td>
<td>3.60%</td>
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<tr>
<td>Asian</td>
<td>74.00%</td>
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<td>90.00%</td>
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<td>67.00%</td>
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### Educational Technology Department Completion Rate Comparison with State

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<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>Improvement</th>
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<td>84.20%</td>
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### Educational Technology Department Success Rate

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<tr>
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<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
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<tbody>
<tr>
<td>Total</td>
<td>62.00%</td>
<td>720</td>
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<td>727</td>
<td>0.60%</td>
</tr>
<tr>
<td>Asian</td>
<td>63.00%</td>
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<td>61.00%</td>
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<td>67.00%</td>
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<td>-2.40%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>100.00%</td>
<td>2</td>
<td>60.00%</td>
<td>5</td>
<td>-40.00%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>N/A</td>
<td>0</td>
<td>50.00%</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>80.00%</td>
<td>10</td>
<td>67.00%</td>
<td>15</td>
<td>-13.30%</td>
</tr>
<tr>
<td>White</td>
<td>63.00%</td>
<td>66</td>
<td>80.00%</td>
<td>108</td>
<td>16.90%</td>
</tr>
<tr>
<td>Unknown/Non-Respondent</td>
<td>61.00%</td>
<td>112</td>
<td>64.00%</td>
<td>67</td>
<td>3.50%</td>
</tr>
<tr>
<td>Male</td>
<td>63.00%</td>
<td>547</td>
<td>67.00%</td>
<td>545</td>
<td>4.00%</td>
</tr>
<tr>
<td>Female</td>
<td>54.00%</td>
<td>162</td>
<td>46.00%</td>
<td>167</td>
<td>-8.50%</td>
</tr>
<tr>
<td>Unknown</td>
<td>91.00%</td>
<td>11</td>
<td>67.00%</td>
<td>15</td>
<td>-24.20%</td>
</tr>
</tbody>
</table>

### Educational Technology Department Success Rate Comparison with State

<table>
<thead>
<tr>
<th></th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>62.00%</td>
<td>1112</td>
<td>68.70%</td>
<td>N/A</td>
<td>-6.70%</td>
</tr>
</tbody>
</table>